

Montana  
Office of Public Instruction  
Public Instruction  
Montana

World-class Instructional Design and Assessment

### Overview of Group and Individually Administered Components of ACCESS for ELLs® (Grades 1-12)

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**Training Objectives**



You will be able to:

- Describe the structure and administration procedures of ACCESS for ELLs for Grades 1-12
- Describe the structure and format of the ACCESS for ELLs group administered (Listening, Reading, and Writing) and individually administered (Speaking) components
- Begin to describe the procedures for reliably scoring the ACCESS for ELLs Speaking test

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## General Information



All test administrators must be certified by completing the online training course ([www.wida.us](http://www.wida.us)) prior to administering the ACCESS for ELLs.

All test sessions must take place within a state's testing window. **December 3<sup>rd</sup>, 2012 to January 29, 2013**

Tests are secure and you must follow state test security regulations.

The Test Administration Manuals contain guidance on test accommodations for students with disabilities.



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## Group Administered Components



### Test Administration Overview: Listening, Reading and Writing

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## Overview of Group Administered Components



### Listening, Reading and Writing

Test forms are available in three overlapping tiers for each grade level cluster

Tier A: proficiency levels 1-3

Tier B: proficiency levels 2-4

Tier C: proficiency levels 3-5

Test administrator scripts are different for each test form

Administered in groups of up to 22 students

Each grade level cluster and tier must have separate group sessions

Centrally scored by MetriTech, Inc. not by the Test Administrator



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## Test Booklet Organization



Test booklet sequence: 1) Listening 2) Reading 3) Writing

Each test will begin with practice or sample items

Tests are organized by **theme folders** – A series of questions about one topic with graphic and/or text support

Each theme folder for Listening and Reading contains 3-4 items (test questions)

Writing test includes 3 tasks except Grades 1-2 Tier A has 4 tasks




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## Test Administration Times



Listening and Reading are administered together in one group session

Listening Administration: 20-25 minutes

Break in between Listening and Reading sections: 5 minutes

Reading Administration: 35-40 minutes

Logistics: 15 minutes (approximately)

Total: 75 minutes (approximately)

Writing is administered in a separate group session

Writing Administration: 60 minutes + 5 minutes to finish up (if necessary)

Logistics: 10-15 minutes (approximately)

Total: 75 minutes (approximately)




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## Scheduling Guidelines Example



Assume there are 90 students in the same grade level cluster with 30 students per Tier tested 15 at a time

You can test all students in both Listening/Reading and Writing in a total of 12 sessions over 4 days

This example assumes there is one Test Administrator in the school

Number of test takers per time block

Session	Schedule	Listening/Reading Sessions			Totals	Writing Sessions			Totals
		Tier A	Tier B	Tier C		Tier A	Tier B	Tier C	
1	Mon 9 am	15			15				
2	Mon 11 am		15		15				
3	Mon 1 pm			15	15				
4	Tue 8 am					15			15
5	Tue 10 am						15		15
6	Tue 1 pm							15	15
7	Wed 8 am	15			15				15
8	Wed 11 am		15		15				15
9	Wed 1 pm			15	15				15
10	Thu 8 am					15			15
11	Thu 11 am						15		15
12	Thu 1 pm							15	15




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How to read the Script

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This page is an excerpt from the beginning of the Test Administrator's Script that you will receive.

Begin reading here. Read this bold text aloud.

Do not read this text aloud. All regular text serves as a guideline for the test administrator.

Part A: Classroom Objects

Look at the top of the next page.  
Find number 1. Pause.  
Look at the small pictures next to number 1.  
Pause to make sure all students are in the right place. If they are not, hold up the next page of the script and point to Number 1.

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How to read the Script

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Text in **bold blue** (the test item) and **bold black**, should be read aloud.

Number 1

Begin each item by reading the item number aloud (e.g., "Number 1.")

Sit down in front of the calendar.  
Find the picture that shows this place.  
Remember to pause here and after reading each item to give students to mark their answer. Pause for up to 25 seconds or until the last student has finished marking his or her answer, whichever comes first.  
If students are not filling in the circles or seem confused at any point during the test, say:  
**Remember, take your pencil and fill in the circle.**  
Also, scan the room often to make sure students are all on the correct page and item number.

This should be the last thing read aloud in this item.

Do not read this text aloud. It is only for the test administrator.

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CONSORTIUM

ACCESS for ELLs  
Listening Test

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Listening Test Overview


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**Format:** Multiple choice, group administered

**Time:** 20-25 minutes

**Scoring:** Machine scored (by MetriTech, Inc.)

**6-7 thematic folders:** each folder is centered on one standard (Language of: Math, Science, Language Arts, Social Studies, Social Instructional)

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Listening Test Guidelines

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Keep the test going at a steady pace


Follow pause times given in the script

After an item is read, give students up to 25 seconds to mark their answers

Follow the Test Administration Script exactly

Test items read aloud **ONLY** one time\*

Answer choices may **NOT** be read aloud

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## Listening Test: Introduction



The beginning of the Listening Test starts with a scripted introduction.

Good morning/afternoon. Today you are going to take two tests in English. One is a listening test and the other is a reading test. Some questions might be easy for you and others might be hard. It is important that you do the best you can on the tests.

Now I will pass out your test booklets and pencils. Please do not open your test booklets until I tell you.  
Make sure desks are clear of everything but test materials. Pass out test booklets and pencils.

Does everyone have a test booklet and a pencil?  
Pause for response.

Does anyone have any questions before we begin?  
Answer any questions.

Now open the cover of the test booklet.  
Make sure students are following.



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## Listening Test: Practice Items



Help students understand the structure of the test

Are scripted and must be administered

Are not scored

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**Practice**

You should be looking at the page labeled "Practice" at the top.

Look at the big picture.

It will help you understand what I say.

The picture shows people enjoying a day in the park. *Picture*

Now, go to the top of the next page and find Letter A in your test booklet.

Look the name and make sure all students are in the right place. If necessary, show students Letter A by holding up the next page of the script and pointing to Letter A.

We'll do Letter A together. First, look at the small pictures next to Letter A.

**Letter A**

First the boy and girl play catch, and then they ride their bikes.

Find the set of pictures that shows this in the right order. *Picture*

Did everyone find the pictures that show this under the Letter A?

Please and have them to make sure everyone found the right picture by showing the students the picture of the boy and girl playing catch and then riding their bikes on the next page of the script.

Now take your pencil and fill in the circle next to the pictures like this.

Look up and show students the following page of your script. Demonstrate to students how to fill in the circle next to the correct picture in Letter A.

Be sure to fill in the circle completely. Cover all the white space inside the circle.

Be sure to fill in only one circle for each question.

Please and have them to the second set of pictures with the circle filled in to make sure everyone is following.

Did everyone fill in the circle next to the picture of the boy and girl playing catch and then riding their bikes?

Please and have them to make sure everyone filled in the correct answer.

Good. Do you have any questions?

Answer any questions.

### Listening Test: Practice Item Script

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Listening Test: Practice Item

Script: First the boy and girl play catch, and then they ride their bikes.

Find the set of pictures that shows this in the right order. PAUSE.

1

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Listening Test Items: LoSC;  
Grade Level Cluster 3-5; Tier C

Section A: The Density of Objects

1

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2

☐ The object will sink.  
☐ The object will float.  
☐ The object will sink.  
☐ The object will sink.

3

☐ The object will sink.  
☐ The object will sink.  
☐ The object will sink.  
☐ The object will sink.

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Listening Test Script: LoSC;  
Grade Level Cluster 3-5; Tier C

Ramon's class learned that if something is more dense than water, it sinks. If something is less dense than water, it floats. The density of water is one gram per cubic centimeter.

If the density of coal is more than one gram per cubic centimeter and the density of a wax crayon is less than one gram per cubic centimeter, choose the picture that shows what will happen when the two objects are placed in a beaker of water. PAUSE.

1

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Reading Test

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Reading Test Overview

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**Format:** Multiple choice, group administered

**Time:** 35-40 minutes

**Scoring:** Machine scored (by MetriTech, Inc.)

**6-7 thematic folders:** each folder is centered on one standard (Language of: Math, Science, Language Arts, Social Studies, Social Instructional)

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## Reading Test Guidelines



Follow the Test Administration Script exactly

**Item prompts and answer choices may NOT be read aloud**

Keep the test going at a steady pace

Circulate through the testing room and monitor student work



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## Individual & Group Check-ins



Intended to help guide students through parts of the test

Indicated with a stop sign



**Whole-group check-ins**

Check in with all of the students at the same time and explain the next part of the test.

Occurs after every section in the 1-2A Reading Test.

**Individual check-ins**

Students raise their hand when they arrive at a stop sign and you check to see if students have completed the section.

Occurs halfway through 1-2B, 1-2C, 3-5A, 3-5B, 6-8A, 9-12A, and at the end of every reading test.



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## Reading Practice Items



Practice items follow the introduction and must be administered.

**Practice 1**

Read along with me silently while I read aloud.

"Look at the big picture of a park. Use the picture to help you answer the questions."

Pause.

Go to the top of the next page.

Show students Letter A. Scan the room and make sure all students are in the right place.

**Letter A**

Look at the sentence. What does it say?

Allow time for student responses, or say: "Repeat, 'What the person who is jogging.'"

Now look at the small pictures. Take your pencil.

Fill in the circle under the picture that goes with the sentence.

Pause and then check to make sure everyone answered correctly by showing the students the girl jogging from item A on the next page of the work sheet.

Did everyone fill in the circle under the picture of the girl jogging?

Good.

Answer any questions that arise.

**Find Letter B.**

Scan the room and make sure all students are in the right place.



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## Sample Items Within Reading Test









Only on forms for Grade Level Cluster 1-2, Tiers A and B  
1-2A samples occur at the beginning of every folder and are scripted (the answer is filled in together as a group)  
1-2B samples occur at the beginning of some folders and are not scripted

**Purpose:** Extra assistance for the student

Sample Items are marked with a letter 'S' instead of a number

1

		
What rhymes with these words?		
		

3

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## Reading Test Graphic: SIL; Grade Level Cluster 1-2, Tier B



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## Reading Test Items: SIL; Grade Level Cluster 1-2, Tier B



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What kind of animal did Ellen see?		
A shark	A seal	An octopus
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3

What was everybody's favorite animal?		
Octopus	Shark	Seal
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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ACCESS for ELLs  
Writing Test

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Writing Test Overview

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CONSORTIUM

**Format:** Student constructed response, group administered

**Time:** Up to 60-65 minutes

**Scoring:** Rater scored (by MetriTech, Inc.)

**3 Parts** (except Grades 1-2 Tier A has 4 Parts)

The following standards are covered:

- Grades 1-2 Tier A: SIL
- Grades 3-12 Tier A: SIL, LoLA, LoMA/LoSC
- Grades 1-12 Tiers B & C: SIL, LoMA/LoSC, IT (LoLA/LoSS/SIL)

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## Writing Test Guidelines



- Keep the test going at a steady pace
- Circulate through the testing room and monitor student work to keep pace
- Follow the Test Administration Script exactly
- Task items (unless scripted) may NOT be read aloud

## Individual and Group Check-ins



The Writing Test also includes individual and whole-group check-ins

After 10 minutes, 20 minutes, and 30 minutes, circulate in the room to monitor students' progress.

Students should be encouraged to keep pace so they can do their best on the longest task at the end.

If necessary, you can prompt students who are lagging behind by saying, "Make sure you save enough time for the other parts."

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**Task 1: What is the Area?**

Use a right-angled triangle to find the area of a triangle.

Area =  $\frac{1}{2} \times \text{Base} \times \text{Height} = \frac{1}{2} \times 10 \times 6 = 30$

Write a sentence about the area of the triangle.

What is the area of the triangle in the diagram? 30 square units

What do you need to do to find the area of the triangle? I need to multiply the base times the height times one-half.

Now practice using the steps to find the area. Write a sentence about each step to writing.

1. I have to measure the length of the base. The base is 6 inches long.
2. I have to measure the height of the triangle. The height is 10 inches long.
3. I have to use the formula to find the area of the triangle. The formula is  $\frac{1}{2} \times \text{base} \times \text{height}$ . So,  $\frac{1}{2} \times 6 \times 10 = 30$ .

Write the area of the triangle. The area is 30 square units.




### Example of Modeled Writing Item

Standard: LoMA  
Grade Level  
Cluster: 6-8, Tier A

Now it's your turn to write!

Now you have to find the area of the rectangle.



Area = Length x Height


Answer the following questions.

What is the name of the shape shown in the picture?


What do you need to do to find the area of this shape?

The picture shows how to find the area. Fill at least 1 sentence to explain each step.


1



2



3



Area = Length x Height

Area = Length x Height

Write to solve the problem.

Length = 10 ft and Width = 5 ft

Area = 50 sq ft

STOP

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Example of Writing Item Task

Standard: LoMA

Grade Level

Cluster: 6-8, Tier A

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Follier A: Improving Our School


Read from our story to find the problem and ideas.

Several students donated \$10,000 to your school. The principal has asked the students to share an idea to spend the money. These are the most popular ideas.


Some students want to spend the money to buy new books and materials for the library.




Some students want to spend the money on new and better computers for the computer lab.



Some students want to repair, repave and redecorate the school hallway.



Some students want to spend the money to buy new equipment for the sports teams.



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Example of Writing Item Task Graphic

Standard: Integrated Task (LoLA, LoSS, SIL)

Grade Level

Cluster: 6-8, Tier C

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Writing Test Preparation: IT

Grade Level Cluster 6-8, Tier C

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Now it's your turn to write!

Write about your idea on how the school should spend the money.

You can write about one of the four most popular ideas or you can write about your own new idea. Try to give 3 good reasons to explain why your way to spend the money is best.

1 Prepare Your Ideas for Writing

Think carefully about these questions to get some ideas for your writing.

How do you think the school should spend the \$10,000?

What is the first reason why your idea is the best one?

What is the second reason why your idea is the best one?

What is the third reason why your idea is the best one?

Turn to the next page to prepare your plan to write.

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Writing Test Preparation: IT

Grade Level Cluster 6-8, Tier C

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Writing Test Preparation: IT  
Grade Level Cluster 6-8, Tier C

2
Plan Your Writing

Use this page to organize your ideas. You can make notes, an outline, a web, or any other kind of organizer. Add details. Make sure your plan includes:  
Introduction  
First Reason  
Second Reason  
Third Reason  
Conclusion

3
Write Your Composition

Now write a full composition about your idea on how best to spend the money. In the first paragraph describe your idea clearly. Use each of the next three paragraphs to give reasons to support your idea. The last paragraph should be a conclusion to your composition.

When you have finished, be sure to check your writing.

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Writing Rubric of the WiDA® Consortium®  
Grades 1-12

Level	Language Competency	Vocabulary Usage	Language Control
4 Writing	4 variety of sentence types; complex sentences in a single paragraph or in a single paragraph; complex sentences in a single paragraph or in a single paragraph; complex sentences in a single paragraph or in a single paragraph	Complex use of all the right word in use for right place; precise language; language in use for right place; precise language; language in use for right place	Fluently and accurately in use of right grammar; precise grammar; precise grammar; precise grammar
3 Writing	3 variety of sentence types; complex sentences in a single paragraph or in a single paragraph; complex sentences in a single paragraph or in a single paragraph	Complex use of all the right word in use for right place; precise language; language in use for right place	Fluently and accurately in use of right grammar; precise grammar; precise grammar; precise grammar
2 Writing	2 variety of sentence types; complex sentences in a single paragraph or in a single paragraph; complex sentences in a single paragraph or in a single paragraph	Complex use of all the right word in use for right place; precise language; language in use for right place	Fluently and accurately in use of right grammar; precise grammar; precise grammar; precise grammar
1 Writing	1 variety of sentence types; complex sentences in a single paragraph or in a single paragraph; complex sentences in a single paragraph or in a single paragraph	Complex use of all the right word in use for right place; precise language; language in use for right place	Fluently and accurately in use of right grammar; precise grammar; precise grammar; precise grammar

Writing Rubric

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Scoring of the Writing Test

Rater scored by MetriTech, Inc. using the WiDA Writing Rubric.

Student responses are considered first drafts produced under standard testing conditions. Students are not expected to replicate all stages of the writing process they may complete in the classroom.

Students should address each task completely; however, the exact quantity of sentences written is not a scoring criterion.

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## When Test Administration is Complete



Collect test materials after the Listening/ Reading sessions AND the Writing sessions

ALWAYS follow test security policies



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## Individually Administered Component



### Test Administration Overview: Speaking



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Speaking Test Overview

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**Format:** Student constructed response, no tiers – adaptive format, individually administered

**Time:** Up to 15 minutes per student

**Scoring:** Rated by Test Administrator, scale & proficiency level scores calculated by MetriTech, Inc.

Ratings (exceeds/meets/approaches expectations) assigned using Speaking Rubric

Each form contains three parts (A, B and C)

Part A: tasks 1-3 cover SIL at proficiency levels 1-3

Part B: tasks 1-5 cover LoLA and LoSS at proficiency levels 1-5

Part C: tasks 1-5 cover LoMA and LoSC at proficiency levels 1-5

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Speaking Test Guidelines

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Conducted in a one-on-one, question-answer format.

All questions are standardized and read from a script.

Student responses to questions are assessed for proficiency using the WIDA Speaking Rubric.

For extra assistance, a short description of the language you should expect from the student is included in the script.

EXPECT

- Variety of sentence lengths used to provide detail and clarity
- Specific and some technical language
- Generally comprehensible at all times

Student responses are NOT assessed for accurate content.

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Format of the Speaking Test

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Speaking test contains

A warm-up to help put the student at ease

The test questions

A wind-down intended to leave the student with a positive impression of his or her performance on the test

Test questions are grouped into thematic folders (identified as "parts" within the test).

The targeted proficiency level of each task increases throughout each Part.

Test is "adaptive," that is, questions are presented until the student reaches his or her performance "ceiling."

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## Format of a Thematic Folder



Each thematic folder includes a set of tasks and each task includes a set of questions.

The speaking test includes three thematic folders, identified as "parts" within the test.

Part A: tasks 1-3 cover SIL at proficiency levels 1-3

Part B: tasks 1-5 cover LoLA and LoSS at proficiency levels 1-5

Part C: tasks 1-5 cover LoMA and LoSC at proficiency levels 1-5

Each task is aimed at eliciting speech at one particular English Language Proficiency (ELP) level within the WIDA Speaking Rubric

Task 1 aims for speech at ELP Level 1

Task 2 aims for speech at ELP Level 2, and so on




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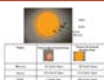
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## Speaking Script: LoMA/LoSC; Grade Level Cluster 9-12, Tier C



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Now we are going to talk about things related to science and math. There are eight planets in our solar system. At the center of our solar system is the sun. Here is a picture of the three planets that are closest to the sun. Now I'm going to ask you some questions to make sure you understand the picture.



Q1: (Point to the SUN) What is this?

Q2: (Point to the EARTH) What is this?

Q3: (Point to the column labeled 'TIME TO SPIN AROUND ONCE')

Look at the data table. According to the data in this column, how long does it take for Mercury (Point to row labeled 'MERCURY') to spin around once?

Q4: How long does it take for Earth (Point to row labeled 'EARTH') to spin around once?

Q5: (Point to the column labeled 'TIME TO GO AROUND THE SUN ONCE')

According to the data in this column, how long does it take for Mercury to go around the sun once?

Q6: How long does it take for the Earth to go around the Sun once?

Q7: (If necessary) What other things do you see in the picture? (OR)

What else do you see in the picture?




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## Speaking Picture Cue: LoMA /LoSC; 9-12, Tier C



What the student sees:  
Picture Cue



Planet	Time to Spin Around Once	Time to Go Around the Sun Once
Mercury	58 Earth Days	88 Earth Days
Venus	243 Earth Days	224 Earth Days
Earth	1 Earth Day	365 Earth Days




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Speaking Picture Cue Booklet

Picture Cue booklets are bound in a flip chart format. The picture cue faces the student and the script faces the test administrator. The script also includes a thumbnail graphic of what the student is seeing.

Script Side

Picture Cue Side

Student

TA

TA

Student

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Sample Speaking Test Script

In the script, the test administrator reads aloud all text that is bolded.

Text that is in the regular font (not bold) includes staging and navigation instructions for the test administrator. These instructions are not read aloud.

Instructions introduced by "If necessary" are asked only if warranted by the student's previous responses.

Now I'm going to ask you some questions to make sure you understand the picture.

Q1: (Point to the SUN) **What is this?**

Q2: (Point to the EARTH) **What is this?**

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Task Level Expectations

Every task and question is based on a set of *expectations* for what the response will look like.

Areas of speech around which scoring expectations are based:

**Linguistic Complexity:** Expectations of the **quantity** and **organization** of the student's verbal response

**Vocabulary Usage:** Expectations of the student's use of appropriate vocabulary for grade level and proficiency level; refers to language **quality**

**Language Control:** Expectations of the student's control of English grammar, word choice in context, and the English sound system; refers to language **quality**

A short description of the language you should expect from the student is included in the script under the Expect box.

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Speaking Rubric of the WIDA® Consortium			
Task Level	Language Complexity	Vocabulary Usage	Language Control
1 Beginning	High words, as many as possible, are used in the context of the task.	Highly frequent words are used in the context of the task.	When using simple phrases, a generally comprehensible context is provided, and the language is used to convey the meaning of the task.
2 Emerging	Phrases, short sentences, and simple words are used in the context of the task.	Common words and phrases are used in the context of the task.	When using simple phrases, a generally comprehensible context is provided, and the language is used to convey the meaning of the task.
3 Developing	Simple and compound sentences are used in the context of the task.	Common words and phrases are used in the context of the task.	When using simple phrases, a generally comprehensible context is provided, and the language is used to convey the meaning of the task.
4 Expanding	A variety of sentence structures are used in the context of the task.	Common words and phrases are used in the context of the task.	When using simple phrases, a generally comprehensible context is provided, and the language is used to convey the meaning of the task.
5 Bridging	A variety of sentence structures are used in the context of the task.	Common words and phrases are used in the context of the task.	When using simple phrases, a generally comprehensible context is provided, and the language is used to convey the meaning of the task.

## Speaking Rubric

The Scoring Scale	
Speaking Test Scoring Scale	
Exceeds	Exceeds task level expectations in quantity <i>and/or</i> quality
Meets	Meets all task level expectations in <i>quantity and quality</i>
Approaches	Approaches task level expectations, but falls short in quantity <i>and/or</i> quality
No Response	No response; response incomprehensible; student unable to understand directions

"Meets" is highlighted on the scale to emphasize that a task is designed to elicit speech that will *meet* expectations of the proficiency level it targets.

Response Marks	
<p><b>Exceeds</b> is used when a response scores beyond the expectations of the task</p> <p><b>Meets</b> is always the intended target for a speaking task</p> <p><b>Approaches</b> is used when the response does not meet one or more expectations of the task</p>	

## Scoring Rules



A rating of **Meets** or **Exceeds** each receives a point value of 1.

There are no extra points awarded for a score of **Exceeds**.

The **Exceeds** rating indicates a strong expectation that the student will be able to respond with at least a **Meets** rating to the *following* task in the part.

A rating of **Approaches** or **No Response** each receives a point value of 0.

The zero point value reflects the fact that the student could not meet *one or more* of the requirements of the scoring rubric.



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## Scoring Rules: Using “?”



If in doubt between scoring **Meets** or **Approaches** on a task, you can check the question mark “?” column on the score sheet and administer the next task.

If the student **Meets** the next task level expectations, assign that task a score of **Meets**, and go back and assign the previous task in question a score of **Meets**.

If the student fails to meet the task level expectations on the next task, it is most likely that the performance was also deficient on the previous task. Assign the current task a score of **Approaches** or **No Response** as appropriate, and go back and assign the previous task in question a score of **Approaches**.

The question mark CANNOT be used on the last task (T3 in Part A or T5 in Parts B and C).



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## Scoring Guidelines



Test administrators must make a mark on the scoring sheet immediately after the student responds to the last question in a task.

The answers to all questions in a task are evaluated holistically when making a judgment about the student's performance on a given task. If a task has several main questions, only one need be answered appropriately to meet expectations, provided that one answer demonstrates the expected quality and quantity of language.

Students are assessed on what speech they produce, not whether they correctly answer the question you are posing.



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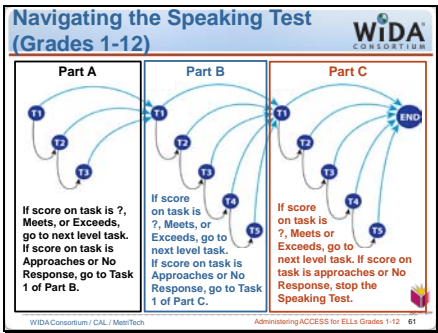
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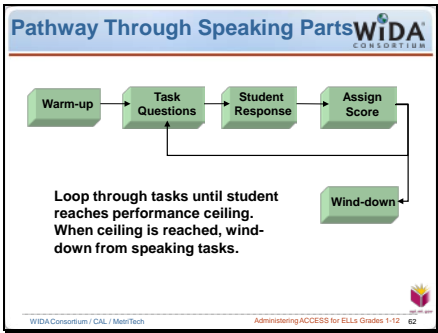
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### T2 Start Procedure

The T2 Start procedure in the Speaking test is designated for students taking Tiers B or C of the Listening, Reading and Writing tests.

This procedure is intended to eliminate the T1 question(s) that may be too easy for students of higher proficiency.

Students taking Tiers B or C will begin the Speaking Test from Task 2 (T2) in Part A

Whether or not the student will start on T2 of Part B and C will depend on his/her performance on the previous T2 Task

Rating and scoring guidelines for each task and discontinuing procedures remain the same during the T2 Start procedure

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## Additional Resources on the T2 Start Procedure



Resources providing detailed administration guidelines and information:

Online ACCESS for ELLs Test Administrator Training Course – Speaking Module (from the WiDA website)\*

View the T2 Start procedure Tutorial

*District and School Test Administration Manual* (downloadable from the WiDA website)\*

Presentation *Administering the Speaking Test T-2 Start Procedure* on this Tool Kit

Supporting files in the *Speaking Test Administration* folder in this Tool Kit

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## Speaking Test Scoring Sheet for Tier A



ACCESS for ELLs® Speaking Test Scoring Sheet					
Item	Meets	Approaches	Not Approached	Not Administered	
Part 1					
1a					
1b					
1c					
1d					
1e					
1f					
1g					
1h					
1i					
1j					
1k					
1l					
1m					
1n					
1o					
1p					
1q					
1r					
1s					
1t					
1u					
1v					
1w					
1x					
1y					
1z					
Part 2					
2a					
2b					
2c					
2d					
2e					
2f					
2g					
2h					
2i					
2j					
2k					
2l					
2m					
2n					
2o					
2p					
2q					
2r					
2s					
2t					
2u					
2v					
2w					
2x					
2y					
2z					

The scoring sheet should be filled out completely; a score for every task must be marked.

Any task not administered because the student has reached a ceiling level within a part should be marked as Not Administered.

If a “?” is marked for a task and resolved with a Meets or Approaches by administering the following task, it is not necessary to erase the mark.

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## Speaking Test Scoring Sheet for Tiers B and C



ACCESS for ELLs® Speaking Test Scoring Sheet					
Item	Meets	Approaches	Not Approached	Not Administered	
Part 1					
1a					
1b					
1c					
1d					
1e					
1f					
1g					
1h					
1i					
1j					
1k					
1l					
1m					
1n					
1o					
1p					
1q					
1r					
1s					
1t					
1u					
1v					
1w					
1x					
1y					
1z					
Part 2					
2a					
2b					
2c					
2d					
2e					
2f					
2g					
2h					
2i					
2j					
2k					
2l					
2m					
2n					
2o					
2p					
2q					
2r					
2s					
2t					
2u					
2v					
2w					
2x					
2y					
2z					

Updated score sheet reflecting the T2 Start procedure

The scoring sheet should be filled out completely; a score for every task must be marked.

Any task not administered should be marked as Not Administered.

If a “?” is marked for a task and resolved with a Meets or Approaches by administering the following task, it is not necessary to erase the mark.

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**Certification Next Steps**

Read the Test Administration Manual

Practice scoring speaking samples in the speaking module on the WiDA website.

Complete the Alternate ACCESS for ELLs certification quiz prior to administering the test.

[www.wida.us](http://www.wida.us)

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For more information, please contact  
the WIDA Help Desk:  
1-866-276-7735 or [help@wida.us](mailto:help@wida.us)



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